

### Codebook: Learning to drive with autism

	Code	When to use	Do not use when	Example
1	Students	Use when respondents describe student recruitment methods, enrollment procedures, and any demographic characteristics of students.		<i>“Driver’s ed is like one of the classes they take... when they leave, the hope is they’ll go and they’ll be employed and they’ll be able to drive to and from their job.”</i>
2	ASD Parents	Use when respondents discuss the parental concerns for, involvement in, or endorsement of the learning to drive process for teens with ASD	Do not use when respondents describe the parental engagement for teens <u>without</u> ASD	<i>“I don’t have a whole lot of parents [of teens with ASD] that come and ride. Maybe two a month that come and ride with us.”</i>
3	Typical Parents	Use when respondents discuss the parental concerns for, involvement in, or endorsement of the learning to drive process for teens without ASD	Do not use when respondents describe the parental engagement for teens <u>with</u> ASD	<i>“We always send a letter to the family saying, even though they’re licensed, they’re still a very new driver... you might wanna ride with them to make sure they’re competent in your area.”</i>
4	Day to day	Use when respondents discuss their typical day at work and the activities involved in driving instruction	Do not use when respondents discuss their experiences conducting driving evaluations	<i>“I do driving evaluations, and I also do some behind-the-wheel training.”</i>
5	Respondent emotions	Use when respondents talk about their own emotions working with students with ASD	Do not use when respondents talk about emotions of anyone other than their own	<i>“In fact, I think my standards of what makes a good driver has kind of lowered because I wouldn’t want to pass hardly any of our students.”</i>
6	ASD lessons	Use when respondents describe how they prepared for or modified driving lessons for students with ASD	Do not use when respondents discuss lessons with students <u>without</u> ASD	<i>“We kind of do – we kind of play it by ear. Because what they say in healthcare, if you’ve seen one kid with autism, you’ve seen one kid with autism.”</i>
7	ASD challenges	Use when respondents describe what students with ASD struggled with or found challenging	Do not use when respondents talk about students <u>without</u> ASD	<i>“They want to yield to everybody and let everybody else go. So they’re slow to assess intersections. Even if you have a stop sign with no traffic...”</i>
8	ASD strengths	Use when respondents describe what students with ASD performed well	Do not use when respondents talk about students <u>without</u> ASD	<i>“Some students who have good physical skills have good physical skills.”</i>

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9	ASD strategies	Use when respondents talk about strategies that they use to teach students with ASD	Do not use when respondents talk about students <u>without</u> ASD	<i>“Repetition helps the most. So we might take them on the same route. And we’ll tell them ahead of time.”</i>
10	Outcomes	Use when respondents discuss what happens if they recommend a teen with ASD to get or not get licensed, and what happens after the student leaves the driving facility	Do not use when respondents talk about teens <u>without</u> ASD	<i>“We recommend so many more months to a year of practice – regular practice.”</i>
11	Typical driving challenges	Use when respondents describe what students without ASD struggled with	Do not use when respondents talk about students <u>with</u> ASD or other developmental disabilities	<i>“In general with the other students if I had to clump them, one of the other students can’t remember the rules of the road. They can’t remember what to do in a situation.”</i>
12	Typical driving strengths	Use when respondents describe what students without ASD performed well	Do not use when respondents talk about students <u>with</u> ASD or other developmental disabilities	<i>“They seem to be at a higher level... maintaining their speed, interacting with other traffic a little bit better, being able to drive more defensively.”</i>
13	Other disabilities driving challenges	Use when respondents describe what students with other disabilities (excluding ASD) struggled with	Do not use when respondents talk about students <u>with</u> ASD or neurotypical students	
14	Other disabilities driving strengths	Use when respondents describe what students with other disabilities (excluding ASD) performed well	Do not use when respondents talk about students <u>with</u> ASD or neurotypical students	
15	Alternate design	Use when respondents describe how they would design a driver education program tailored to students with ASD		<i>“I’d probably start each person on the simulator. And I could see – I could isolate the motor skills from the processing and sensory skills maybe.”</i>
16	Good quote	Use when there is a good quote		<i>“I’d say maybe 20 percent of our parents are such a strong advocate for their child, they just don’t see the errors.”</i>